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ABSTRACT

Teaching the basic public speaking course during the summer session requires the teacher to compress a semester's worth of activities into one month or 20 two-hour classroom sessions, requiring organizational skills to ensure that all relevant instructional activities are addressed. This paper outlines a plan of instruction specifically designed for the summer public speaking course, a plan which allows the flexibility to work in the same way as during the semester. The paper states that in the course, students prepare and deliver three non-graded speeches before delivering a speech for a grade; see videotapes of previous graded speeches; examine compilation notebooks of previous student speech outlines and critiques; see numerous examples of precise visual aids prepared on poster boards by previous students; and learn to use library and Internet resources to add to their credibility as speakers. The lesson plan in the paper is divided into five weeks with material further subdivided into four days for each week. Further informational material (grading criteria, required reading, etc.) is attached. (NKA)

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Kentucky Communication Association Convention
September 18-19, 1998
Jenny Wiley State Resort Park
Prestonsburg, Kentucky

"Obtaining Peak Student Performance in a Summer Session Principles of Speech Course."

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I have taught the basic public speaking course at the college level since 1983, when I began my teaching career as a graduate assistant at the University of Nevada, Las Vegas. I have also taught the course at Purdue University Calumet (Hammond, Indiana), Southeastern Louisiana University (Hammond) and Southern Arkansas University (Magnolia).

The months of June and early July 1998 marked the 12th time I had taught public speaking during the summer (once at Purdue University Calumet, 11 times at Southern Arkansas University). Teaching this course during the summer requires me to compress a semester's worth of activities into one month, or 20 two hour classroom sessions. At face value, it would not appear to be an easy task.

Organizational skills are required to ensure all relevant instructional activities are addressed. In my course, three non-graded speeches are prepared and delivered before any graded presentations are made. In addition, I show students many videotapes of previous graded speeches. They also examine compilation notebooks of previous student speech outlines and critiques. I show them numerous examples of neat, precise visual aids prepared on poster boards by students in previous courses. In addition, students learn to use library and Internet resources to add to their credibility as speakers. These activities can be very time consuming during the fall or spring semesters, let alone the summer.

By setting a plan of instruction specifically designed for the summer public speaking course, I am able to organize classes in such a way as to maximize student performance in a relatively short period of time. The following instructional pattern allows me the flexibility to work with students in much the same way I would during the regular academic year.

SPEECH 1113: PRINCIPLES OF SPEECH
SOUTHERN ARKANSAS UNIVERSITY
FIRST SUMMER TERM, 1998

WEEK ONE

Day 1: Introduction and lecture concerning course and text, enumerate requirements as listed on syllabus, allay student speaking fears

Day 2: Stage fright video from "20/20", text readings for individual graded presentations, prepare for non-graded, one-minute speeches of introduction

Day 3: Look at compilation notebooks containing previous demonstrative speech outlines and critiques, watch video of Fall 1992 demonstrative speeches, deliver non-graded speeches of introduction, discuss non-graded impromptu speech topics

Day 4: Discuss ideas found in compilation speech notebook of demonstrative outlines and critiques, look at previous visual aids on poster boards, deliver non-graded, one minute impromptu speeches, hand in topics for non-graded, two-minute extemporaneous speeches

WEEK TWO

Day 1: Discuss student demonstrative speech topics, critiquing reminders, outlines and visual aids, deliver non-graded, two-minute extemporaneous speeches, delivery techniques

Day 2: Final preparation for demonstrative speeches, examine preliminary outline drafts and visual aids, watch video of Fall 1994 demonstrative speeches

Day 3: Graded demonstrative speeches, Part I (half the class)

Day 4: Graded demonstrative speeches, Part II (other half of class)

WEEK THREE

Day 1: Demonstrative speech critiques due, visual aid construction for informative speeches, research tips (including Internet sources), watch video of Fall 1989 informative speeches

Day 2: Final preparation for informative speeches, examine preliminary outline drafts and visual aids, watch video of Summer 1996 informative speeches, discuss student informative speech topics and references

Day 3: Graded informative speeches, Part I (half the class)

Day 4: Graded informative speeches, Part II (other half of class)

WEEK FOUR

Day 1: Informative speech critiques due, visual aid construction for persuasive speeches, discuss persuasive speech topic ideas, Group Discussion primer (select groups, brainstorming session for potential topics), watch video of Summer 1993 persuasive speeches

Day 2: Final preparation for persuasive speeches, examine preliminary outline drafts and visual aids, watch video of Fall 1996 persuasive speeches, discuss student persuasive speech topics, references and visual aids

Day 3: Graded persuasive speeches, Part I (half the class)

Day 4: Graded persuasive speeches, Part II (other half of class)

WEEK FIVE

Day 1: Persuasive speech critiques due, discuss group discussion topics, look at compilation speech notebooks to examine previous group discussion agendas and critiques, groups choose moderators, conduct library and Internet research, watch Spring 1986 video of Group Discussions

Day 2: Group discussion research, discuss topics, Internet sources, and critiquing reminders, watch Fall 1989 video of Group Discussions, examine compilation speech notebooks

Day 3: Final preparation for group discussions, including practice discussions with groups located in separate classrooms, work on agendas and references, listen to sessions recorded by groups on audiocassettes

Day 4: Final day, graded group discussions, agendas and resource materials due, along with hand-written critiques, at the end of class

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SPCH 1113: Principles of Speech **(Academic Course Syllabus Preface)**

Grading Criteria: There are a total of 100 points that can be earned from this course. Semester grades will be determined in the following manner: 90-100/A; 80-89/B; 70-79/C; 60-69/D; and 0-59/F.

Assignments: The following tasks are required. Speech outlines and critiques are typed and double-spaced with separate reference pages (outlines only). **One missed speech without documented excuse will result in automatic failure.**

Speech 1/Beg. June 10/Demonstrative, 6-8 Minutes, 3 Visual Aids: 15 points

Speech 2/Beg. June 17/Informative, 6-8 Minutes, 3 Visual Aids: 15 points

Speech 3/Beg. June 24/Persuasive, 6-8 Minutes, 3 Visual Aids: 15 points

Speech 4/Beg. July 2/Group Discussion, 25-30 Minutes: 20 points

Critical Listening Activity 1/Demonstrative Speech Critiques: 5 points

Critical Listening Activity 2/Informative Speech Critiques: 5 points

Critical Listening Activity 3/Persuasive Speech Critiques: 5 points

Critical Listening Activity 4/Group Discussion Critiques: 5 points

Attendance/Class Participation: 15 points

Summer 1998 Semester Total: 100 points

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SOUTHERN ARKANSAS UNIVERSITY
ACADEMIC COURSE SYLLABUS

Prepared by: James E. Reppert **Revised by:** _____ **Date:** _____

Title and Number: SPCH 1113/Principles of Speech (Reppert's section only)

Prerequisite(s): None

Catalog Description: Principles of effective speaking; emphasis on both transmission and reception of the communicative process; the speaking mechanism and delivery.

Text: Hay, Speech Resources: Exercises & Activities (second edition), Roxbury

Purpose/Objective: The obvious purpose of a course in public speaking is to increase one's skills as a communicator. However, there are goals of equal importance: realizing the value and effectiveness of communication; learning to give and accept criticism; establishing confidence in one's convictions; and understanding the importance of practicing clear, concise oral communication. Positive or negative impressions are made each day by the manner in which a person speaks. This course can improve speaking skills in students' personal and professional lives.

Topics To Be Emphasized	Approximate Hours Of Coverage
Impromptu Speaking	3
Extemporaneous Speaking	6
Eye contact and vocalics	3
Organizing speech outlines	6
Visual aid construction	3
Delivery techniques	6
Critiquing oral presentations	3
Demonstrative Speaking	3
Informative Speaking	3
Researching data in cyberspace	3
Group Discussion techniques	6
Persuasive Speaking	3

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SAU ACADEMIC COURSE SYLLABUS - 2

Title and Number: SPCH 1113/Principles of Speech (Reppert's section only)

Check types of teaching strategies used in this course:

- X Lecture
- X Lecture/Discussion
- X Use of Audio-Visuals
- X Demonstration
- _____ Field Trips
- X Resource Persons
- X Student Participation
- _____ Team Teaching
- _____ Microteaching
- X Other: Videotapes

Major Student Assignments: Four speeches, four speech critiques, attendance/class participation.

Student Assessment/Evaluation (Tests and Number of Tests):

- _____ True/False
- _____ Multiple Choice
- _____ Short Answer
- _____ Essay
- _____ Criterion reference
- _____ Standardized
- X Demonstration
- _____ Term Papers
- X Exhibits
- X Critiques
- X Projects
- X Other: Videotapes

Student Readings: (please attach)

Instructor Bibliography: (please attach)

Procedure:

Submit three copies to departmental chair

Department Chair (Sig./Date) _____

Chair submits two copies to Dean (Sig./Date) _____

Dean submits one copy to VPAA (Sig./Date) _____

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SAU Speech Evaluation Form (Prof. James E. Reppert)

Student/Style: _____

Speech/Critique Grades: _____

Content

Intro. & Conc.:	pertinent	average	irrelevant
Main Points:	clear	average	indistinct
Supporting Points:	linked	average	detached
Use of Data:	credible	average	inferior
Organization:	logical	average	confusing
Topic as Related to Audience and Assignment:	good appeal in both areas	average	lacks appeal in one or both areas
Language:	diverse	average	restricted
Issue Analysis:	substantive	average	convoluted

Delivery

Voice Projection:	audible	average	soft
Articulation:	smooth	average	erratic
Vocal Variety:	varied	average	limited
Vitality:	enthusiastic	average	lethargic
Eye Contact:	full	average	partial
Nonverbal Cues:	confident	average	apprehensive
Conversationality:	relaxed	average	stilted
Visual Aids:	uncluttered	average	messy

Comments

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